



# ***New York State Testing Program***

---

## **Guide to the 2012 Grades 3–8 Testing Program in English Language Arts and Mathematics**

# THE UNIVERSITY OF THE STATE OF NEW YORK

## Regents of The University

MERRYL H. TISCH, <i>Chancellor</i> , B.A., M.A., Ed.D. ....	New York
MILTON L. COFIELD, <i>Vice Chancellor</i> , B.S., M.B.A., Ph.D. ....	Rochester
ROBERT M. BENNETT, <i>Chancellor Emeritus</i> , B.A., M.S. ....	Tonawanda
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. ....	Plattsburgh
ANTHONY S. BOTTAR, B.A., J.D. ....	Syracuse
GERALDINE D. CHAPEY, B.A., M.A., Ed.D. ....	Belle Harbor
HARRY PHILLIPS, 3rd, B.A., M.S.F.S. ....	Hartsdale
JAMES R. TALLON, JR., B.A., M.A. ....	Binghamton
ROGER B. TILLES, B.A., J.D. ....	Great Neck
CHARLES R. BENDIT, B.A. ....	Manhattan
BETTY A. ROSA, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D. ....	Bronx
LESTER W. YOUNG, JR., B.S., M.S., Ed.D. ....	Oakland Gardens
CHRISTINE D. CEA, B.A., M.A., Ph.D. ....	Staten Island
WADE S. NORWOOD, B.A. ....	Rochester
JAMES O. JACKSON, B.S., M.A., Ph.D. ....	Albany
KATHLEEN M. CASHIN, B.S., M.S., Ed.D. ....	Brooklyn
JAMES E. COTTRELL, B.S., M.D. ....	Brooklyn

### **President of The University and Commissioner of Education**

DR. JOHN B. KING, JR.

### **Deputy Commissioner of Education, P-12**

KEN SLENTZ

### **Associate Commissioner, Office of Curriculum, Instruction and Field Services**

ANITA MURPHY

### **Director of State Assessment**

STEVEN E. KATZ

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including Braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234. **Requests for additional copies of this publication may be made by contacting the Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.**



Developed and published under contract with the New York State Education Department by Pearson, 2510 North Dodge Street, Iowa City, IA 52245. Copyright © 2012 by the New York State Education Department. Permission is hereby granted for school administrators and educators to reproduce these materials, located online at <http://www.p12.nysed.gov/apda/>, in the quantities necessary for their schools' use, but not for sale, provided copyright notices are retained as they appear in these publications. This permission does not apply to distribution of these materials, electronically or by other means, other than for school use.

# Contents

---

<b>Administration of the Operational Tests .....</b>	<b>1</b>
Testing Materials .....	1
Test Books and Answer Sheets .....	1
School Administrator Responsibilities.....	1
Teacher Responsibilities .....	1
Testing Sessions and Times .....	2
Testing Accommodations .....	3
<i>Students with IEPs or 504 Plans.....</i>	<i>3</i>
<i>Accommodations Specific to the English Language Arts Tests .....</i>	<i>3</i>
<i>Accommodations Specific to the Mathematics Tests.....</i>	<i>4</i>
<i>More Information on Teaching Accommodations for Students with Disabilities.....</i>	<i>4</i>
<i>English Language Learners.....</i>	<i>4</i>
<i>Former English Language Learners .....</i>	<i>4</i>
<i>Exemption of English Language Learners .....</i>	<i>5</i>
<i>Alternative Language Editions of the Mathematics Tests .....</i>	<i>5</i>
<i>Braille and Large-Type Editions of the Tests .....</i>	<i>5</i>
<b>The English Language Arts Tests .....</b>	<b>6</b>
Reading .....	6
Listening .....	6
Reading/Writing.....	6
English Language Arts Test Design .....	7
Approximate Percentage of Credits on Each Grade-Level Test Assessing Each Standard.....	10
Question Formats .....	10
Scoring .....	10

<b>The Mathematics Tests .....</b>	<b>11</b>
Mathematics Test Design.....	11
Approximate Percentage of Credits on Each Grade-Level Test Assessing Each Content Strand .....	13
Question Formats .....	13
Instructional Considerations: Use of Calculators and Value of Pi.....	13
<i>Use of Calculators</i> .....	<i>13</i>
<i>Value of Pi</i> .....	<i>13</i>
Use of Reference Sheets .....	14
Use of Mathematics Tools .....	14
<b>Change in the English Language Arts Test Scoring Rubrics for 2012.....</b>	<b>15</b>
<b>Sample Extended-Response Questions.....</b>	<b>15</b>

# **Administration of the Operational Tests**

---

## **Testing Materials**

Before starting the test, the proctor distributes all testing materials to the students and gives them instructions according to the information in the *Teacher's Directions*. For both the English Language Arts and Mathematics Tests, each student needs a test book and a No. 2 pencil. For those test books that include multiple-choice questions, each student will also need an answer sheet. For the Mathematics Tests, each student in Grades 3–8 must have a ruler for his or her exclusive use during the test. For Grades 5 and 7, each student must also have a protractor for his or her exclusive use during the test. For the constructed-response questions in the Grades 7 and 8 Mathematics Tests, Book 3 only, students will need a scientific calculator. (See “Use of Calculators” on page 13.)

## **Test Books and Answer Sheets**

Some test books contain multiple-choice questions only. Students record their answers to these questions on a separate answer sheet. Other test books contain only constructed-response questions. For these questions, students record their answers directly in their test books. For the English Language Arts Tests only, the Test Book 2 will contain a combination of multiple-choice and constructed-response questions. For this test book, students record the answers to the multiple-choice questions on an answer sheet, but write their answers to the constructed-response questions directly in their test books.

## **School Administrator Responsibilities**

It is the responsibility of the school administrator to check all testing materials, to distribute the materials to the teachers or test administrators, and to ensure the security of the tests. All secure test materials must be stored in a safe or vault, as designated in the school's Examination Storage Plan. These materials must be placed in the safe or vault as soon as they are received, and access to the secure test materials must be restricted to ensure that test security is maintained. Secure test materials must remain sealed in their packaging until the dates on which they will be administered.

In addition, to preserve the integrity of the test materials, advise all teachers administering and scoring this test that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or listserv, or through any other electronic means.

The school administrator must ensure that students with disabilities are provided the allowable testing accommodations as indicated on a student's Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan). The school administrator must also make sure that teachers, aides, and assistants receive training to ensure the correct implementation of testing accommodations.

## **Teacher Responsibilities**

It is the responsibility of any teacher administering the test to organize the classroom, prepare students for the test, prepare and distribute testing materials, and help to ensure test security. The teacher must understand the test administration process and be familiar with the testing materials. The teacher must also understand what testing accommodations are permitted for English language learners and for students with IEPs or 504 Plans.

## Testing Sessions and Times

Day 1 of the English Language Arts Test consists of Book 1 and will be administered in two consecutive parts with a carefully supervised five-minute break at about the midway point for all grades. To ensure test integrity, students are to place their answer sheets inside their test books and are not permitted to talk during the break. All other books for English language arts are administered in a single session and do not include a break.

The table below shows the estimated testing times for both content areas at each grade level.

**Schools must schedule 90 minutes of testing time for each session, on each day, at each grade.**

Grade	English Language Arts			Mathematics		
	Book	Estimated Time for Completion	Day Administered	Book	Estimated Time for Completion	Day Administered
3	1	70	1	1	60	1
	2	60	2	2	60	2
	3	45	3	3	50	3
Total Estimated Time		175			170	
4	1	70	1	1	60	1
	2	60	2	2	60	2
	3	45	3	3	60	3
Total Estimated Time		175			180	
5	1	70	1	1	60	1
	2	60	2	2	60	2
	3	45	3	3	60	3
Total Estimated Time		175			180	
6	1	70	1	1	60	1
	2	60	2	2	60	2
	3	50	3	3	60	3
Total Estimated Time		180			180	
7	1	70	1	1	60	1
	2	60	2	2	60	2
	3	50	3	3	60	3
Total Estimated Time		180			180	
8	1	70	1	1	60	1
	2	60	2	2	60	2
	3	50	3	3	60	3
Total Estimated Time		180			180	

Please note that the total estimated time *does not include* time for preparation, reading aloud the listening selection, or for the five-minute break on Day 1 of the English Language Arts Test.

In 2012, the Grade 3 English Language Arts Test sessions will not feature separately timed segments.

The tests are to be administered under standard conditions, and directions are to be followed carefully. The same test administration procedures must be used with all students so that valid inferences can be drawn from the test results.

To help us refine our time estimates for future test administrations, NYSED will ask teachers to complete a brief survey upon the completion of each day of testing. These surveys will be voluntary.

Complete information about test administration is contained in the *School Administrator's Manual* and the *Teacher's Directions*, which are part of the testing materials that will be shipped to schools and provided on the Department's web site at <http://www.p12.nysed.gov/apda/manuals/home.html>.

## Testing Accommodations

### Students with IEPs or 504 Plans

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests. However, testing accommodations that change the constructs, or what a test is measuring, are not permitted on elementary- and intermediate-level State assessments. Testing accommodations that are not permitted on specific sections of the tests are described below.

### Accommodations Specific to the English Language Arts Tests

**For Reading Sections, Book 1 (all), second part of Book 2, and Book 3 (all):** Only test directions that are to be read aloud to all students may be read aloud. Because the test measures a student's reading skills (decoding and comprehension), no other parts of these sections may be read aloud. Please note that the test directions are those instructions, usually in bold-faced type, that **precede** a passage or a test question number. They are not to be confused with any part of the actual student task, which follows the test question number.

**For Listening Section, first part of Book 2 only:** Test directions and all questions (in this part of the test) may be read aloud to students whose IEPs or 504 Plans include the testing accommodation of "test read." If indicated in a student's IEP or 504 Plan, the listening selection may be read aloud more than the standard number of times.

**Use of Spell-Checking and/or Grammar-Checking Devices:** Because the test measures writing skills, students are **not** allowed to use spell-checking and/or grammar-checking devices during **any part** of the English Language Arts Tests. Students may **not** have requirements for spelling, capitalization, and/or punctuation waived for any part of the Grades 3–8 English Language Arts Tests.

**Use of Scribes and Tape Recorders:** The use of scribes and the use of tape recorders are allowable accommodations for the English Language Arts Tests. For the English Language Arts Tests, students using scribes or tape recorders must provide all information for the writing sections of the test, including spelling of difficult words, grammar, capitalization, and punctuation.

Students may use a word processor (with spell-checking and grammar-checking devices *disabled*) instead of a scribe. Most students have some experience with a computer, and word processing allows students more control over their environment, fosters independence, and is less labor-intensive than using a scribe.

## **Accommodations Specific to the Mathematics Tests**

**Use of Scribes:** The use of scribes is an allowable accommodation for the Mathematics Tests. More detailed information about the procedures to follow for the use of scribes may be found in the *School Administrator's Manual*.

**Test Read:** All parts of the tests may be read aloud to the students whose IEPs or 504 Plans include this testing accommodation.

### **Use of Calculators:**

- **Grades 3–6:** Because the test assesses a student's proficiencies involving calculations, the use of a calculator is **not** allowed.
- **Grades 7–8:** Because the multiple-choice test questions assess a student's proficiencies involving calculations, the use of a calculator is **not** allowed when answering multiple-choice questions in Books 1 and 2. A calculator is permitted for short- and extended-response questions in Book 3. (A scientific calculator must be used. A graphing calculator is **not** permitted.)

## **More Information on Testing Accommodations for Students with Disabilities**

More detailed information on testing accommodations for students with disabilities for the English Language Arts and the Mathematics Tests can be found on the Department's web site at

<http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>

## **English Language Learners**

For English language learners, schools may provide the following testing accommodations:

- Time extension
- Separate location
- Third reading of *Listening Selection* (English Language Arts Tests only)
- Bilingual dictionaries and glossaries (direct translations only; no definitions or explanations permitted)
- Simultaneous use of English and alternative language editions (Mathematics Tests only)
- Oral translation for lower-incidence languages (Mathematics Tests only)
- Writing responses in native language (Mathematics Tests only)

More detailed information on accommodations for English language learners can be found on the Department's web site in the *Grades 3–8 Tests School Administrator's Manual* available at <http://www.p12.nysed.gov/osa/manuals>.

## **Former English Language Learners**

Schools may provide the testing accommodations listed above under the heading “English language learners” only to those former English language learners who were identified as English language proficient based on their scores on one of the two most recent administrations of the New York State English as a Second Language Achievement Test (NYSESLAT), either Spring 2010 or Spring 2011. These accommodations may not be provided to former English language learners who were identified English language proficient prior to the 2010 NYSESLAT administration.



For each English language learner or eligible former English language learner as explained above, darken the circles indicating the testing accommodations provided on the multiple-choice answer sheet under the heading ELL accommodations.

### **Exemption of English Language Learners**

For the April 2012 administration, schools are permitted to exempt from the Grades 3–8 English Language Arts Tests English language learners (including those from Puerto Rico) who, on April 1, 2012, will have been attending school in the United States for **the first time for less than one year**.

Recently arrived English language learners may be eligible for one, and only one, exemption from the administration of the Grades 3–8 English Language Arts Tests. Subject to this limitation, schools may administer NYSESLAT in lieu of the Grades 3–8 English Language Arts Tests, for participation purposes only, to recently arrived English language learners who meet the criterion above. All other English language learners must participate in the Grades 3–8 English Language Arts Tests, as well as in the NYSESLAT.

### **Alternative Language Editions of the Mathematics Tests**

The Grades 3–8 Mathematics Tests are available in Chinese (traditional), Haitian Creole, Korean, Russian, and Spanish. English language learners and eligible former English language learners may be provided with an oral translation of the Mathematics Test when a written translation is not available in the student's first language.

### **Braille and Large-Type Editions of the Tests**

Schools may order Braille and large-type editions of both the English Language Arts and Mathematics Tests. For large-type or Braille editions of the tests, test administrators should transcribe the students' answers onto regular test answer sheets and test books, exactly as dictated or recorded by the students.

## **The English Language Arts Tests**

---

Each of the Grades 3–8 English Language Arts Tests is made up of 3 books. The tests assess standards for reading, listening, and writing.

### **Reading**

In the reading sections of the English Language Arts Tests, students read several passages representing a variety of genres. For each passage, students apply the skills and knowledge gained in the classroom by answering reading comprehension questions that demonstrate their understanding of the passages.

Tests at every grade level contain both literary and informational reading passages. Literary passages may include short stories, folk tales, poetry, or other forms of literary writing. Informational passages may include articles, excerpts from biographies or autobiographies, essays, or other forms of informational writing.

The reading passages that appear on the tests are similar to the kinds of materials students read both in the classroom and for homework assignments. Reading passages are carefully selected for grade-level-appropriate vocabulary and content.

### **Listening**

For the listening sections of the English Language Arts Tests, students listen to a passage and apply skills and knowledge gained in the classroom to answer comprehension questions. The questions are designed to demonstrate students' understanding of the passage.

Listening selections may represent a variety of genres. The listening selection for each test may be a literary passage or an informational passage. Literary passages may include short stories, folk tales, poetry, or other forms of literary writing. Informational passages may include articles, excerpts from biographies or autobiographies, essays, or other forms of informational writing.

The listening selections are similar to the kinds of materials students read and hear in the classroom. Listening selections are carefully chosen for grade-level-appropriate vocabulary and content. Students will not see the questions prior to hearing the listening selection. They should be encouraged to take careful notes during the second reading of the listening selection to assist them in answering the questions that follow. (In Grades 6–8, students may also take notes during the first reading.)

### **Reading/Writing**

The reading/writing section of the tests will be composed of four short-response questions and one extended-response question. Students will be required to read passages representing a variety of genres. The reading/writing section for Grades 4–8 will include paired passages. Students will write from a variety of prompts and for many different audiences. Student responses will be evaluated on how well the writing addresses the task and demonstrates understanding of the passages.

## English Language Arts Test Design

The following charts provide a description of the test design for each grade. Please note that for each grade level only Book 1 includes embedded field test questions.

### Grade 3

Book 1	Book 2	Book 3	Total
7 passages (literary and informational)	1 listening selection (literary)	2 passages (literary–not paired)	12 passages (including the listening selection)
36 multiple-choice questions	5 multiple-choice listening questions		53 multiple-choice questions
	3 short-response listening questions	4 short-response questions	7 short-response questions
	1 extended-response listening question	1 extended-response question	2 extended-response questions
	2 reading passages (literary and informational)		
	12 multiple-choice reading questions		

### Grade 4

Book 1	Book 2	Book 3	Total
7 passages (literary and informational)	1 listening selection (literary)	2 paired passages 1 single passage (informational)	13 passages (including the listening selection)
37 multiple-choice questions	5 multiple-choice listening questions		57 multiple-choice questions
	3 short-response listening questions	4 short-response questions	7 short-response questions
	1 extended-response listening question	1 extended-response question	2 extended-response questions
	2 reading passages (literary and informational)		
	15 multiple-choice reading questions		

**Grade 5**

<b>Book 1</b>	<b>Book 2</b>	<b>Book 3</b>	<b>Total</b>
7 passages (literary and informational)	1 listening selection (literary)	2 paired passages 1 single passage (literary and informational)	13 passages (including the listening selection)
39 multiple-choice questions	5 multiple-choice listening questions		57 multiple-choice questions
	3 short-response listening questions	4 short-response questions	7 short-response questions
	1 extended-response listening question	1 extended-response question	2 extended-response questions
	2 reading passages (literary and informational)		
	13 multiple-choice reading questions		

**Grade 6**

<b>Book 1</b>	<b>Book 2</b>	<b>Book 3</b>	<b>Total</b>
7 passages (literary and informational)	1 listening selection (literary)	2 paired passages (informational)	12 passages (including the listening selection)
39 multiple-choice questions	5 multiple-choice listening questions		57 multiple-choice questions
	3 short-response listening questions	4 short-response questions	7 short-response questions
	1 extended-response listening question	1 extended-response question	2 extended-response questions
	2 reading passages (literary and informational)		
	13 multiple-choice reading questions		

**Grade 7**

<b>Book 1</b>	<b>Book 2</b>	<b>Book 3</b>	<b>Total</b>
7 passages (literary and informational)	1 listening selection (literary)	2 paired passages 1 single passage (literary)	13 passages (including the listening selection)
39 multiple-choice questions	5 multiple-choice listening questions		57 multiple-choice questions
	3 short-response listening questions	4 short-response questions	7 short-response questions
	1 extended-response listening question	1 extended-response question	2 extended-response questions
	2 reading passages (literary and informational)		
	13 multiple-choice reading questions		

**Grade 8**

<b>Book 1</b>	<b>Book 2</b>	<b>Book 3</b>	<b>Total</b>
7 passages (literary and informational)	1 listening selection (literary)	2 paired passages (informational)	12 passages (including the listening selection)
39 multiple-choice questions	5 multiple-choice listening questions		57 multiple-choice questions
	3 short-response listening questions	4 short-response questions	7 short-response questions
	1 extended-response listening question	1 extended-response question	2 extended-response questions
	2 reading passages (literary and informational)		
	13 multiple-choice reading questions		

## Approximate Percentage of Credits on Each Grade-Level Test Assessing Each Standard

The following chart shows the approximate percentage of credits on each grade-level test assessing each of the three English Language Arts Learning Standards.

Standard	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. Reading, Writing, Listening, and Speaking for Information and Understanding	33%	36%	43%	36%	39%	39%
2. Reading, Writing, Listening, and Speaking for Literary Response and Expression	47%	44.5%	36%	44.5%	39%	39%
3. Reading, Writing, Listening, and Speaking for Critical Analysis and Evaluation	20%	19.5%	21%	19.5%	22%	22%

## Question Formats

The English Language Arts Test will contain questions with a variety of formats, including multiple-choice, short-response (2-credit), extended-response (Grade 3, 3-credit; Grades 4–8, 4-credit), and graphic organizers. (In 2012, there will not be any multiple-choice questions testing writing mechanics.)

For multiple-choice questions, students will select the correct response from four answer choices.

For short- and extended-response questions, students will write answers to open-ended questions. The extended responses are scored for writing as well as for reading comprehension.

## Scoring

Scores for all of the constructed responses are based on evidence of the following qualities:

- **Meaning**—the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text
- **Development**—the extent to which ideas are supported through the use of specific, accurate, and relevant evidence from the text

For 2012, writing mechanics has been added to the rubric for scoring extended responses. Scores for the extended responses are based on evidence of the following qualities in addition to meaning and development:

- **Organization**—the extent to which the response exhibits direction, shape, and coherence
- **Language Use**—the extent to which the response exhibits clear and effective use of vocabulary and sentence structure
- **Writing Mechanics**—the extent to which the response exhibits correct spelling, grammar, capitalization, and punctuation

Each short-response and extended-response question on the test is scored according to a rubric. Each short response is scored for meaning and development only. Each extended response is scored for organization, language use, and writing mechanics, in addition to meaning and development.

## The Mathematics Tests

---

For 2012, each of the Grades 3–8 Mathematics Tests is comprised of three books and assesses the Mathematics Learning Standard. A complete description of the Mathematics Learning Standard can be accessed at <http://www.p12.nysed.gov/ciai/mst/math/standards/>.

For all grades, students apply the skills and knowledge gained in the classroom in order to answer three types of questions: multiple-choice, short-response, and extended-response. Book 1 and Book 2 of each test consist of multiple-choice questions only. Book 3 consists of short- and extended-response questions.

In July 2009, the Department disseminated a memo entitled “Grades 3–8 Mathematics Testing Program Guidance, September–April/May–June” <http://www.p12.nysed.gov/osa/mathei/2010/3-8math2010.pdf>. Schools were asked to use this guidance to ensure that the local curriculum sequencing is aligned with the April administration of the Grades 3–8 Mathematics Tests. This document lists all the content performance indicators by grade level and categorizes them as September–April/May–June. For example, the Grade 4 Mathematics Test will include questions aligned to any of the Grade 4 content performance indicators from September–April and any of the Grade 3 May–June content performance indicators.

### Mathematics Test Design

The following charts provide a description of the test design for each grade. Please note that the number of multiple-choice questions in Book 1 and in Book 2 includes embedded field test questions.

#### Grade 3

Book	Number of Multiple-Choice Questions	Number of Short-Response Questions	Number of Extended-Response Questions	Total Number of Questions
1	29	0	0	29
2	29	0	0	29
3	0	4	3	7
<b>Total</b>	58	4	3	65

#### Grade 4

Book	Number of Multiple-Choice Questions	Number of Short-Response Questions	Number of Extended-Response Questions	Total Number of Questions
1	31	0	0	31
2	31	0	0	31
3	0	5	4	9
<b>Total</b>	62	5	4	71

**Grade 5**

<b>Book</b>	<b>Number of Multiple-Choice Questions</b>	<b>Number of Short-Response Questions</b>	<b>Number of Extended-Response Questions</b>	<b>Total Number of Questions</b>
1	30	0	0	30
2	30	0	0	30
3	0	4	4	8
<b>Total</b>	60	4	4	68

**Grade 6**

<b>Book</b>	<b>Number of Multiple-Choice Questions</b>	<b>Number of Short-Response Questions</b>	<b>Number of Extended-Response Questions</b>	<b>Total Number of Questions</b>
1	30	0	0	30
2	30	0	0	30
3	0	5	4	9
<b>Total</b>	60	5	4	69

**Grade 7**

<b>Book</b>	<b>Number of Multiple-Choice Questions</b>	<b>Number of Short-Response Questions</b>	<b>Number of Extended-Response Questions</b>	<b>Total Number of Questions</b>
1	31	0	0	31
2	31	0	0	31
3	0	5	4	9
<b>Total</b>	62	5	4	71

**Grade 8**

<b>Book</b>	<b>Number of Multiple-Choice Questions</b>	<b>Number of Short-Response Questions</b>	<b>Number of Extended-Response Questions</b>	<b>Total Number of Questions</b>
1	31	0	0	31
2	31	0	0	31
3	0	5	4	9
<b>Total</b>	62	5	4	71



## Approximate Percentage of Credits on Each Grade-Level Test Assessing Each Content Strand

The following chart shows the approximate percentage of credits on each grade-level test assessing each of the five content strands.

Content Strand	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. Number Sense and Operations	48%	45%	39%	37%	30%	11%
2. Algebra	13%	14%	11%	19%	12%	44%
3. Geometry	13%	12%	25%	17%	14%	35%
4. Measurement	13%	17%	14%	11%	14%	10%
5. Probability and Statistics	13%	12%	11%	16%	30%	0%

The questions on the Grades 3–8 Mathematics Tests assess both the content and process strands of New York State Mathematics Standard 3. Each question may be aligned to one or more content performance indicators and is also aligned to one or more process performance indicators, as appropriate for the concepts embodied in the task. As a result of the alignment to both process and content strands, the tests assess students’ conceptual understanding, procedural fluency, and problem-solving abilities, rather than assessing their knowledge of isolated skills and facts.

## Question Formats

The Mathematics Tests contain multiple-choice, short-response (2-credit), and extended-response (3-credit) questions. For multiple-choice questions, students select the correct response from four answer choices. For short- and extended-response questions, students write an answer to an open-ended question and may be required to show their work. In some cases, they may be required to explain, in words, how they arrived at their answers.

## Instructional Considerations: Use of Calculators and Value of Pi

### Use of Calculators

For the short-response and extended-response questions in Grades 7 and 8 only (Book 3), students will need a scientific calculator. Graphing calculators are **not** permitted. Students are **not** permitted to use calculators for the multiple-choice questions in Grades 7 and 8 (Books 1 and 2) or for any questions on the tests in Grades 3–6. More specific information is available on the Department’s web site at [http://www.p12.nysed.gov/ciai/mst/math/documents/guide\\_calculator\\_use.html](http://www.p12.nysed.gov/ciai/mst/math/documents/guide_calculator_use.html).

### Value of Pi

Students should learn that  $\pi$  is an irrational number. For the short-response and extended-response questions in Grades 7 and 8, the  $\pi$  key and the full display of the calculator should be used in computations. The approximate values of  $\pi$ , such as 3.1416, 3.14, or  $\frac{22}{7}$ , are unacceptable.

Since calculator use is not permitted for the Grade 6 Test, students at that grade should leave their answers in terms of  $\pi$  for greatest accuracy (i.e., students should leave the symbol  $\pi$  in their responses).

## **Use of Reference Sheets**

Book 3 of the Grades 7 and 8 Mathematics Tests contains a removable reference sheet that the students can use during testing. These reference sheets include the necessary formulas and reference information students need to assist them in answering certain mathematics questions. They are to be used **only** for short- and extended-response questions. Test books for Grades 3–6 do not have reference sheets; necessary formulas may be included in the test questions.

## **Use of Mathematics Tools**

Each student in Grades 3–8 will need to have a ruler for his or her exclusive use during the Mathematics Test. Each student in Grades 5 and 7 will also need to have a protractor for his or her exclusive use during the test. Students with disabilities may use three-dimensional tools that are comparable to the adapted rulers and protractors used in instruction if this is indicated as a testing accommodation on the student's IEP or 504 Plan.

Note: Schools are responsible for supplying the appropriate tools for use with the Mathematics Tests. The Department does not provide them.

## Change in the English Language Arts Test Scoring Rubrics for 2012

---

Writing mechanics has been added to the rubric for scoring extended-response questions in Listening and in Reading/Writing. Responses should be scored holistically using this rubric.

The following examples of an extended response for Grade 3 and for Grade 6 illustrate how student responses for those tasks will be scored using the revised rubric.

### Sample Extended-Response Questions

---

#### Sample Grade 3 Question

##### TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before writing your response.

In this test, you will be writing about a text that you will be reading. Your writing will be scored on

- how clearly you organize your writing and express what you have learned
- how accurately and completely you answer the questions being asked
- how well you support your responses with examples or details from the text
- how correctly you use spelling, grammar, capitalization, and punctuation



*Whenever you see this symbol, be sure to plan and check your writing.*

# Sun Catcher

*Retold by Pleasant DeSpain*

*Sun Catcher is a legend of the Algonquins, a Native American people. It tells how a great hunter, Tcakabesh, (chu-ka-pech) put out a huge net. The next morning, the sun did not come up. Now read to discover what happened...*

Father and son followed the dark trail back to where the sky touches the earth. An enormous and brilliantly bright creature struggled mightily in the net. But it wasn't a large animal held prisoner. It was the sun!

"Release me, Hunter!" cried the sun. "I must rise and light the sky."

"Forgive me, Sun," said Tcakabesh. "The trap wasn't meant for you. I'll cut you loose."

The hunter tried to get close enough to cut the ropes, but the sun's heat was too intense, and he was forced to back away.

The boy attempted to free the sun. He ran toward the burning orb with his knife held high. He too failed.

Tcakabesh called to the forest animals. "I've trapped the sun by mistake. Help me free him so that we may have warmth and light once again."

The animals came forth and tried to free the sun. The deer got close, then had to run back.

The bear touched the net with his paw and was burned in the attempt. The squirrel jumped toward the sun, and immediately jumped back. The heat was overwhelming.

Finally, a brave mouse ran up to the net and quickly nibbled through the ropes with her sharp teeth. The searing heat burned the hair off her back, but she didn't quit until the sun was free.

Rapidly rising into the sky, the sun spread light and warmth throughout the land. All the animals and humans breathed a sigh of relief.

***Go On***

---

Ever since that time, the sun has stayed away from the place where the sky touches the earth. When asked why, he says, "Because Tcakabesh is too good a trapper."

Ever since that time, the mouse has had short hair on its back. The mouse reminds us that sometimes, when the biggest fail, it is the smallest that succeed.

***Go On***

---

**3**

Think about what happens in the story, "Sun Catcher." How does the reader know this story could **not** happen in real life? What do the characters do that would **not** be possible? Use details from the story to support your answer.

In your answer, be sure to include

- how the reader knows this story could **not** happen in real life
- what the characters do that would **not** be possible
- details from the story to support your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

---

---

---

---

---

---

---

---

---

---

---

---

***Go On***



## **Revised English Language Arts Extended-Response Rubric**

### **Grade 3**

#### **3 points**

The response:

- Fulfills the requirements of the task
- May use sentence variety and some challenging vocabulary
- Makes effective use of relevant and accurate details from the text
- Demonstrates a thorough understanding of the text
- Establishes and maintains a clear focus
- Is fluent and easy to read and may display a sense of engagement or voice
- Uses spelling, grammar, capitalization, and punctuation in a manner that assists considerably in communicating the student's ideas

#### **2 points**

The response:

- Fulfills some requirements of the task
- Uses only simple sentences, some sentence fragments, and grade-level vocabulary
- Provides some relevant details from the text, which may include minor inaccuracies
- Demonstrates a predominantly literal understanding of the text
- Is generally focused
- Is readable and may display some sense of engagement or voice
- Uses spelling, grammar, capitalization, and punctuation in a manner that adequately aids in communicating the student's ideas

#### **1 point**

The response:

- Fulfills few requirements of the task
- Uses sentence fragments or word phrases with below-grade-level vocabulary
- Provides a general knowledge of the text or no specific details
- Demonstrates some misunderstandings or gaps in understanding the text
- Lacks focus
- Is difficult to read and has little or no sense of engagement or voice
- Uses spelling, grammar, capitalization, and punctuation in a manner that impedes understanding of student's ideas

#### **0 points**

- The response is irrelevant, incoherent, incorrect, or illegible.

### Anchor Paper – Score Point 3

The reader knows that this is false or not true because nobody can catch the sun because the sun is in space and, the sun can't talk it impossible for this to happen! And even if you're in a rocket in space you can't catch the sun not even walk on the sun, it's way too hot to do that! And the sun is always there! even when it's raining but when the moon is in the sky that doesn't mean everyone in the world sees the moon in the sky! The sun is still there it's just on the other side of the earth. Even when it rains the sun is still there, it's just under the clouds. Characters would not be able to touch the sun they would melt in three seconds! Even if people take a space ship into space they can't catch the sun! And the sun would never come down to earth because it's in space. So this all shows why the sun would not come down to earth and explains how this story is not true.



## Anchor Paper – Score Point 2

no it could not happen because  
mice cannot talk and the sun  
can't be on earth because everything  
would be destroyed and there can't  
be such thing as a sun catcher  
because nobody could catch the sun  
because it is too big and hot to get  
caught. you have to go to space  
to catch the sun because  
it's in space and without the  
sun it will be dark all  
the time and won't be light.

**Anchor Paper – Score Point 1**

This not true because  
animals can't talk and  
the sun can't get trapped  
and animals would  
not save it. What the  
character that not true  
is they talked and save  
the sun.

### Anchor Paper – Score Point 0

What happened to the story is that sun can't get out of the trap, the father can't get him out and when boy called the animals, the animals touched to free the sun they just ran back. Mouse came and nibbled on the rope and he don't care about getting burned, he just wants to feel brave, and the the sun was free.

## Sample Grade 6 Question

### TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before writing your response.

In this test, you will be writing about a text that you will be reading. Your writing will be scored on

- how clearly you organize your writing and express what you have learned
- how accurately and completely you answer the questions being asked
- how well you support your responses with examples or details from the text
- how correctly you use spelling, grammar, capitalization, and punctuation



*Whenever you see this symbol, be sure to plan and check your writing.*

# How the Sun and the Moon Came to Live in the Sky

A Nigerian folktale

*Retold by Adrienne Farrell*

Long, long ago, the Sun and the Water were the very best of friends. Both lived happily on the earth as neighbors. The Sun often visited his friend the Water. He felt quite welcome at his friend's home. However, the Sun was troubled that his friend never visited him in return.

The Sun wondered and worried and worried and wondered until his wife, the Moon, asked what was troubling him. When the Sun told the Moon his complaint against his friend, the Moon had a ready answer: "Go and ask him yourself, then," she said.

When he saw the Sun, the Water welcomed his friend, and the two entered the Water's house and sat down to chat. They talked of this and that, and of many other things. At last, the Sun brought up the matter that bothered him so much.

"O, my friend," said the Sun. "Why is it that I visit you in your home and you never fail to welcome me, but you never come to my house to visit?"

The Water laughed a long laugh, a laugh that bubbled like the sound of river flowing over rocks. "Have you noticed how large I am?" The Water waved his watery arms. A couple of drops splashed onto the Sun's face. "Have you noticed the people and animals who follow me everywhere I go?"

Only then did the Sun notice the rivers and the creeks and the brooks and the lakes and the ponds. Only then did the Sun notice all the fish and all the creatures.

"If I visited you now, we would drive you out of your house," said the Water. "I will visit you, though, if you build a place large enough for all of us."

The Sun went home and told the Moon his plan. Then he started to work. He worked all day and all night for weeks. At last, he was finished. The Sun went to the Water and asked his friend to come and visit the next day. The Water agreed.

The next day, the Water arrived at the Sun's door. The Water asked if it was safe for him to enter.

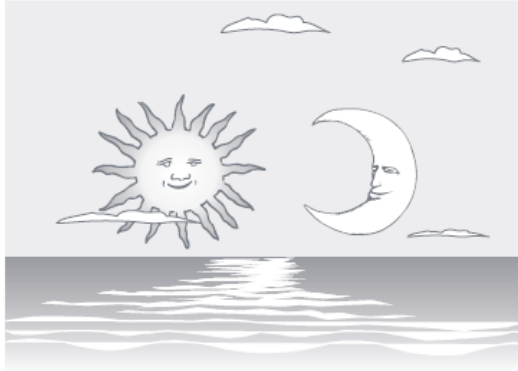
"O, yes, my friend," said the Sun. "Come in. Come in, and bring your friends."

***Go On***

---

Soon, the Water covered the entire floor of the house. The Water asked if it was still safe, for there were more of his people outside.

The Sun invited him to bring his people inside. More of the Water's people and fish and creatures entered. The flood rose as high as all the windows. Then it rose nearly to the roof. The Sun and the Moon found themselves on top of the roof, and still the Water flowed in.



To keep from floating away, the Sun threw a ladder up to the sky. The Sun and the Moon climbed the ladder and perched up in the sky. This is where they have stayed ever since.

***Go On***

---

## Shedding Light on the Sun and the Moon



The Sun and the Moon have always fascinated humankind. Cultures all across the globe have looked to the skies in awe of these two beautifully glowing objects. Thanks to modern technology, we know much more about the Sun and Moon than our ancestors did.

### The Sun

The Sun is a star, much like any other star in the universe. The Sun, however, is the most important star to people on Earth because without it, nothing could survive. For years, scientists have studied the Sun and discovered many interesting facts.

The Sun is about 93 million miles away from Earth. To get an idea of how far away that is, imagine taking a trip from Lake Placid, in the northern part of New York State, to New York City, in the southern part, roughly 382,716 times. If that trip was taken one time each day, it would still take more than 1,000 years before enough miles were covered to represent the distance from Earth to the Sun!

Even at that great distance, however, the light from the Sun reaches Earth very quickly. Cruising at a speed of about 186,000 miles per second, the light from the Sun takes only a little more than eight minutes to reach Earth. (The time it takes sunlight to travel from Lake Placid to New York City is faster than the blink of a human eye!)

Without heat from the Sun, everything on Earth would freeze. In order to provide enough heat for Earth, the Sun would have to be big. And big it is! The radius of the Sun is 109 times larger than the radius of Earth. How hot is the Sun? That depends on which part of the Sun the temperature is taken. Like Earth, the Sun has layers. The surface of the Sun is around 9,944 to 10,292 degrees Fahrenheit, but the core is much hotter. The core of the Sun is estimated to reach temperatures of more than 27 million degrees Fahrenheit.

***Go On***

---

## The Moon

Humans have always wondered about the Moon. Perhaps this is because the Moon is Earth's closest neighbor. While some other planets have many moons orbiting them, the Earth's Moon is its only natural satellite.

The Moon has no light that it produces on its own. It simply reflects the light from the Sun. One side of the Moon continually faces Earth. The light reflecting off this side of the Moon has allowed people to study the Moon for thousands of years. Galileo used a telescope to view the Moon and recorded what he saw—a rough surface with what looked to be mountains. The idea that the Moon may have mountains on it captured Galileo's imagination. He also described a large crater on the Moon. Soon, theories and debates began about how this crater could have formed. Scientists now know that there are many craters on the Moon. They believe that the craters were formed from meteorites, asteroids, and comets crashing into the Moon's surface. Many of these craters are more than twenty-five miles across. The largest crater is 1,300 miles across. That is about the same distance as from Albany, New York, to Oklahoma City, Oklahoma!

One of the most interesting facts about the Moon is the amount of gravitational pull it has compared to Earth's gravity. Gravity on the Moon is about  $\frac{1}{6}$  that of Earth. That means that a person weighing 150 pounds on Earth would only weigh about 25 pounds on the Moon.

Like Earth, the Moon is made up of three layers: the crust, the mantle, and the core. But unlike Earth, the Moon's temperature varies greatly from -280 degrees Fahrenheit at night to 260 degrees Fahrenheit in the daytime.

The Moon has one more characteristic that sets it apart from any other celestial body in the universe. On July 20, 1969, it became the only other place besides Earth where humans have walked. On that day, Neil Armstrong became the first human in history to walk upon the surface of the Moon.

Both the Sun and the Moon continue to inspire people to study about them. Scientists want to learn all they can about these two places, because by learning about the Sun and the Moon, we will discover more about other places in the universe.



***Go On***

---



After reading “How the Sun and the Moon Came to Live in the Sky,” list the character traits of the Sun and the Moon. After reading “Shedding Light on the Sun and the Moon,” list three facts about the Sun and the Moon. How would the folktale have to change if it were based on the facts in the article? Use details from the story and the article to support your answer.

In your response, be sure to

- list character traits of the Sun and the Moon from the folktale “How the Sun and the Moon Came to Live in the Sky”
- list three facts about the Sun and the Moon from the article, “Shedding Light on the Sun and the Moon”
- explain how the folktale would have to change if it were based on the facts in the article
- include details from the story and the article to support your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

---

---

---

---

---

---

---

---

---

---

***Go On***

# **Revised English Language Arts Extended-Response Rubric**

## **Grade 6**

### **4 points**

The response:

- Fulfills the requirements of the task
- Uses sentence variety, with some challenging vocabulary
- Makes effective use of relevant and accurate details from the texts
- Demonstrates a thorough understanding of the texts
- May demonstrate inferences from the texts and maintains a clear focus
- Is fluent and easy to read and displays a sense of engagement or voice
- Uses spelling, grammar, capitalization, and punctuation in a manner that assists considerably in communicating the student's ideas

### **3 points**

The response:

- Fulfills the requirements of the task
- Uses simple sentences with grade-level vocabulary
- Uses relevant and accurate details from the texts
- Demonstrates a predominantly literal understanding of the texts
- Maintains a predominantly clear focus
- Is fluent and easy to read and may display a sense of engagement or voice
- Uses spelling, grammar, capitalization, and punctuation in a manner that adequately aids in communicating the student's ideas

### **2 points**

The response:

- Fulfills some requirements of the task
- Uses predominantly simple sentences, some sentence fragments, and grade-level vocabulary
- May use some relevant and accurate details from the texts
- May demonstrate some misunderstandings or gaps in understanding of the texts
- Attempts to maintain or establish a clear focus
- May be somewhat difficult to read, contain some inaccuracies, and displays no sense of engagement or voice
- Uses spelling, grammar, capitalization, and punctuation in a manner that may impede understanding of the student's ideas

## **1 point**

The response:

- Fulfills few requirements of the task
- Uses sentence fragments or word phrases with below-grade-level vocabulary
- May use no details or irrelevant details to support the response
- May demonstrate very little understanding of the texts
- Does not establish a clear focus
- May be difficult to read, contains many inaccuracies, and displays no sense of engagement or voice
- Uses spelling, grammar, capitalization, and punctuation in a manner that impedes understanding of the student's ideas

## **0 points**

- The response is irrelevant, incoherent, incorrect, or illegible.

## Anchor Paper – Score Point 4

Have you ever looked up at the stars at night and wondered about the extra-terrestrial life in the solar system? Well many things are out there, including the Sun and the Moon.

The Sun is the brightest star in our solar system. It also has layers, like Earth, and really high temperatures. On the surface of the Sun, the heat is about 9,944 to 10,292 degrees Fahrenheit. The core is more than 27 million degrees Fahrenheit.

Like the Sun and planet Earth, the Moon is made up of layers. In the daytime, the moon reaches temperatures of 260 degrees Fahrenheit. During the night, the moon is -280 degrees. Unlike the Sun, the Moon cannot create light/solar energy. It reflects it off of the Sun.

In the folktale, "How the Sun and the Moon Came to Live in the Sky," the Sun is described as friendly and welcoming to his best friend the Water. His wife, the Moon, has a very helpful character to her husband. The folktale would have to change, however, if the were based on the facts of the article because none of the characters (the Sun, Moon, and Water) cannot talk or move like human beings. They also can't build houses or "be married".

There are many facts about the Sun and the Moon, and there are also many folktales and opinion based upon them. The Sun and Moon make up who we are.

### Anchor Paper – Score Point 3

The story "How the Sun and the Moon Came to live in the Sky" was a folktale because they did not actually talk. Their traits were the Sun was friends with water and he visited him but the water would not visit him so the water told him if his house was big enough he would. The sun was persistent. The water just went with the flow so when the sun built the house bigger he went. The moon (Sun's wife) gave good but not great ideas. Those were the traits. Three facts about the Sun and Moon are . . . .

1.) The Sun is more than 27 million degrees Fahrenheit.

2.) The moon gets its glow from the sun behind it.

3.) The moon  $\frac{1}{6}$  the gravity of Earth. Those are 3 facts. The folktale would have to take out them talking because they are not able to talk anyways and they would have to prove what happened to be true by using facts from the story to prove their answer.

## Anchor Paper – Score Point 2

They never knew how the sun and the moon got to the sky.

The sun is fire. We can not land on the sun because it is too hot. The sun gives us heat. Earth has more gravity than the moon. If we don't wear a suit on the moon we can float away. Another fact about the moon is that the moon has layers.

It would change because it would stay in one place and it would be very cold all the time.

## Anchor Paper – Score Point 1

Here are some character traits from the folk tale "How the sun and the moon came to live in the sky." One character trait is the sun is very friendly. Some facts in "shedding light on the sun and the moon are, they are large.

Anchor Paper – Score Point 0

cln How the sun and the moon come  
to live in the sky. dts like a cartoon.  
cln Shedding light on the  
sun and the moon. ds like real  
life. cl Shedding light on the  
sun and the moon. I think the  
moon is getting annoyed  
by her husband.

